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ABSTRACT

Through the program, state departments of education, colleges and universities, and local adult education programs worked to solve a regional problem by sharing the strengths of each participating group. The project assisted eight HEW Region IV states to institute badly needed training programs for teachers of adults. Teachers participated in workshops and new courses at 22 colleges, then state staff development committees analyzed the new programs and developed individual state plans which were later implemented and refined. At the end of the three-year project it was evaluated as a whole. State plans for adult basic education are now available in each state of the region and at least three times as many inservice courses are now being taught than before the project began. The number of ABE faculty at institutions of higher education has increased significantly with black institutions of higher education assuming a prominent position in training ABE teachers. Recommendations are that the eight states act as a consortium in seeking federal funding while each state works out formal plans and local teachers become involved in planning local inservice experiences. (MS)

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Revitalizing Adult Basic Education

A THREE-YEAR REPORT OF THE
SOUTHEASTERN REGION ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

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Revitalizing Adult Basic Education

THIRD-YEAR AND THREE-YEAR REPORT

SOUTHEASTERN REGION
ADULT BASIC EDUCATION
STAFF DEVELOPMENT PROJECT

Supported under Sections 309b and 309c
of the Adult Education Act of 1966

SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, N.W.
Atlanta, Georgia 30313
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This report was prepared pursuant to grants received by the Southern Regional Education Board from the Office of Education, Department of Health, Education, and Welfare, under Sections 309b and 309c of the Adult Education Act of 1966. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

FOREWORD

The Southern Regional Education Board's Adult Basic Education Staff Development Project achieved successes beyond early expectations. Through this program SREB, state departments of education, colleges and universities and local adult education programs worked to solve a regional problem by sharing the strengths of each participating group.

Supported with USOE funds for the eight states of HEW Region IV, the project assisted these states to institute badly needed training programs for teachers of adults. Teachers first participated in in-service workshops, seminars, and new courses or programs in 22 higher educational institutions. During the second year, state staff development committees analyzed these newly established training programs and developed individual state plans for a total staff development system. In the third and final project year, these systems were fully implemented and refined throughout each state.

A major goal of the project was that adult education programs be institutionalized in the participating colleges and universities. During the third year, operating costs were being paid by most of the universities or jointly by the university and the state department of education. Courses were regularly offered on-campus and most institutions conducted off-campus courses as well. In all but a few colleges and universities the adult education program had become a stable, permanent part of the institution. Project funds were no longer essential to the existence of the adult education programs and a major goal of the project had been accomplished.

SREB is pleased to be associated with this effort—to have provided the means for these states to work together and to share their accomplishments regionally. Throughout this effort, outstanding leadership and dedication have been provided by the state directors of adult education, who are responsible for generating the idea in the first place, and the very capable project staff at SREB.

This report attests to great accomplishments in a very short time and as is often the case, it also shows there is much to be done. The ultimate success of the project will be seen in the increased number of undereducated adults who receive basic education in the Southeast. The large number of teachers who are being educated to provide this basic education is a milestone along the way.

WILLIAM R. O'CONNELL, JR.
Director of Special Programs

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INTRODUCTION

This report marks the end of a three-year cooperative regional project in adult basic education (ABE) in staff development, a project which has done much to improve the quality of instruction provided to under- and uneducated adults in the Southeast. The Southern Regional Education Board (SREB) has conducted the project since 1969 and worked closely with a wide variety of staff in the eight states of HEW Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee) to institutionalize extensive training opportunities for nearly 8,000 staff members who participate in ABE as teachers, coordinators, or paraprofessionals.

Interstate and regional systems to provide this training for ABE staff members have been developed through the cooperative efforts of state departments of education, selected colleges and universities in each state, and a number of local adult and adult basic education centers. Funds for the project were provided by the Division of Adult Education Programs of the U S Office of Education through Sections 309(b) and (c) of the Adult Education Act of 1966. These two categories are for funding special demonstration projects and teacher training activities. The federal government very much wanted a particular region to demonstrate support for a concerted regional effort, since this approach was considered more productive than one supporting a number of smaller, unrelated efforts.

Three significant results are apparent in the three-year period of the project. Each will be described in detail later in this report. The first is the amount of necessary training provided for ABE personnel on a regular basis. This training included academic courses offered by higher education institutions, short inservice seminars and workshops sponsored by state and local education agencies, and longer summer institutes sponsored jointly by state departments of education and colleges and universities. Complementary to this training was the growth of systems for insuring regular staff development programs on a sequential basis in each state, with full planning participation by all those contributing to adult education. The third result, basic to the first two, was the cooperative working relationship which developed among these professionals, enabling them to discuss frankly their problems, criticize each other constructively, and arrive at the most relevant solutions to problems.

The extent of joint activity has sometimes blurred the fact that there were six distinct activities provided under project aegis. Four

of these were planned and administered within each state by the state director in accordance with the state's particular program needs; each of these four activities contributed to a comprehensive plan for staff development within the state and simultaneously helped develop training strengths across the region through exchange of strategies proven successful in one or a number of situations. Two region-based activities supplementing those of the states proved to be excellent opportunities for individuals to exchange information across state and occupational lines.

These six activities have been modified and expanded each year. However, the following descriptions remain basically the same for each.

1. At least two institutions of higher learning in each state provided pre- and inservice adult and basic education training through courses and graduate degree programs. An important phase of this training was the extensive off-campus work done by faculty members, visiting programs and providing courses within driving distance of potential students.
2. A continuing consultant activity enabled college and university faculty to assist local ABE programs through regular visits and, equally important, provided opportunities for them to become familiar with everyday problems faced by staff. This first-hand knowledge led to the inclusion of more meaningful and relevant experiences in the adult education curriculum.
3. A local inservice program developed the ability of local staff to conduct much of their own needed training and assisted supervisors in establishing sequences of seminar and workshop programs.
4. An inservice leadership activity significantly enhanced the role of state department of education personnel in planning and utilizing staff development resources in each state and throughout the region. It also became responsible for the coordination of planning efforts within the state and, ultimately, the formulation of an ongoing plan for training and staff development.
5. The regional seminar program was an opportunity for state department of education, institutional, and local program staffs to meet jointly for discussion of issues related to teacher training and professional development. These seminars expanded to become exercises in planning and a means for increasing communication among all involved.
6. The technical services program brought to the region expertise

and specialized materials too costly for individual institutions or states to buy. Training sessions, publications and consultation assistance were provided through this program.

Both the quantity and the quality of each activity improved during the three years. That improvement can best be seen by looking at developments in each activity, beginning with June 1969.

REVIEW OF ACTIVITIES

To place this report of the project's third year in perspective, it may be helpful to summarize the reports from the previous two years.

First Year

The first year's accomplishments must be seen in light of the immense need for training existing in the Southeast in 1969. At that time, adult basic education had a four-year history in the region as a program which grew out of the Economic Opportunity Act and took root through the Adult Education Act of 1966. The program's rapid inception and the very real desire to provide remedial education led its administrators to locate much of the training within existing public school facilities. Elementary teachers and administration officials were recruited to work on a part-time basis. Throughout the eight states there were nearly 8,000 of these, most of whom had never had much training in how to work with an adult student. In addition to the lack of a general adult education background, they had little information on how to deal with the problems of the poor and under-educated adult whose first experiences with public education had not been positive. Thus while there was interest in the establishment of a staff development system, the most immediate concern was simply to provide basic training to those thousands of persons who taught or administered ABE classe

To do this, the original six states (Kentucky and North Carolina joined the project in July 1970) called upon at least two higher education institutions in each state to provide most of the initial training. Sixteen colleges and universities joined the effort, including one traditionally black institution in each state. Thirteen of these established adult education courses for the first time. These courses, especially those held in off-campus locations accessible to part-time personnel, were the most significant innovations.

Other training efforts were also begun. These were seminars and workshops, usually of short duration. The combined effect of these two was that as of June 1970 nearly 90% of the 8,000 ABE staff personnel in the Southeast had at least one, usually two, opportunities for training.

Three sets of facts underline the sheer quantity of programs available the first year: 61 graduate and undergraduate courses were begun at 16 colleges and universities; 7 two-week institutes were held at 6 universities throughout the Southeast; and more than 118 seminars were held.

Cooperation among state departments of education and the colleges and universities was necessary for the training provided. These institutions jointly planned staff development experiences and discussed the content of courses and degree programs. The three regional seminars held the first year—in Atlanta in November 1969, at Daytona Beach in February 1970, and New Orleans in May 1970—were a prime factor in the development of cooperation and the growing trust that made cooperation possible. And as cooperation grew, it was increasingly possible to discuss systems and regularity in training, as well as the different roles and responsibilities each group should carry. A most positive result of all this was the designation of statewide committees in all of the states to plan inservice training and, in some states, to develop a skeleton plan for staff development.

Some additional first year results laid the basis for accomplishments during the second and third years of the project. First, most state departments of education appointed an individual to be specifically responsible for staff development activities. A few state directors assumed that responsibility themselves. A second accomplishment was the increasingly effective participation of traditionally black institutions. These had to overcome initial feelings of skepticism and reluctance on the part of their white colleagues as well as from the leadership within the colleges themselves. Staff contributed substantially to local seminars, workshops, statewide institutes, state planning teams and regional seminars. Off-campus courses offered were especially well received. These activities reinforced an identity that many ABE teachers, products of these black schools, had with their alma maters.

Graduate students strengthened the number of professionals in in the field and provided aid to faculty members. Their work included planning and evaluating inservice programs, staffing institutes, and conducting surveys. And, importantly, their voice was heard in constructive criticism and contribution at all regional seminars.

Many times in combination with graduate students, faculty members began to make their presence felt in local ABE programs. This was not done easily as there was some initial teacher-administrator resistance. But constant association removed this barrier and both gained as a result—the local program from insights contributed by faculty, and faculty from a greater knowledge gained at the operating level.

A final institute stimulated the growth of year-long sequences of inservice training. The two-week institute started with a general

review of subjects, later taken up in detailed analysis in short meetings. It is assumed that all of these training experiences were somewhat responsible for lowering a once very high teacher turnover rate. As the rate of turnover decreased, the demands for more specific training increased. Thus the need grew for a system to provide increasingly more specific instruction.

Second Year

There were some very significant qualitative increases in the amount of training provided in the second year. The number of on- and off-campus courses grew, and there was a dramatic increase in the amount of inservice activity carried out under higher education and state department of education auspices. Over 14,000 people participated in these programs. The number of people participating and the number of training opportunities offered show how accessible training became throughout the Southeast during 1970-71.

These statistics can obscure what were more important results, the growth of working relationships and the institutionalization of programs. A summary of activities within state departments of education, the higher education institutions, and among the local programs, points out the increased sophistication, depth, and participant involvement which emerged.

The state department of education is mentioned first because it was through the state director and his staff that much of the leadership within the state and across the region emerged. Staff development responsibility delegated during the first year was gradually assumed during the second by either a staff member or the director himself. A planning committee appointed the first year began to meet regularly during the second, with comprehensive representation. This committee not only worked on a state plan for staff development but also became involved in planning seminars and workshops conducted throughout each state. All of these cooperative ventures led to the most significant result of the year—the drafting, writing, and approving of a plan for staff development within each state.

A note should be added on how these plans grew into their present form. In some states, one person was assigned responsibility for drafting the first document. Other states opted for subcommittees writing individual sections and the sections then combined into a whole. Common to all was presentation of the plan to those who had been and would be involved in ABE staff development in the state. Through their participation in the modification and approval

process, a commitment to the plan as a workable guide for action was developed.

A byproduct of the cooperative planning relationship was the increasingly specialized content of summer institutes and of the many follow-up seminars and workshops which took place during the school year. Subjects treated generally during the summer were addressed in more depth at these short intensive sessions. While not a uniform phenomenon in the region, there was growing indication that more and more teachers and supervisors were being involved as resource personnel in these inservice programs. Some were organized to serve on teams with specialties in the teaching of reading, mathematics, social science, social living and record keeping skills. These teams with experience and interest in specialized areas proved to be a helpful supplement to the already participating faculty and graduate students—many of whom could not deal as easily with these subjects.

Progress in the higher education institutions was consistent, although the directions changed slightly during the second year. Most faculty continued to serve the majority of their students off-campus; however, they were aware of the need to establish greater visibility with their colleagues. Since many were mainly supported by federal or state monies (and adult education was marginal at their institutions), they felt any time spent away from the campus had to be carefully planned and efficiently used. One result of this altered direction has already been mentioned: the greater use of local ABE teachers and administrators in planning and conducting their own training.

Other results show a strengthening of adult education at the institutions. With the addition to the project of Kentucky and North Carolina, there were 23 institutions involved. By the second year 10 offered courses leading to a degree. All but 6 of the 23 expected approval of another degree between the springs of 1971 and 1973. Perhaps equally important, adult education faculty reported a greater understanding by their colleagues and university administration officials of the role adult education can play and the favorable impression presence of adult faculty gave the institution within surrounding communities.

The involvement of traditionally black institutions increased. This was a favorable continuation of efforts begun during the first year of the project. In addition, the once skeptical leadership at black colleges and universities began to realize the important role this activity could play. As a result, two of the eight traditionally black

institutions approved master's degrees and three more began considering the development of a similar program.

Another sign of progress in the higher educational areas was the greater acceptance of the importance of visits to local programs. There was early recognition that faculty and graduate students could be valuable problem solvers for teachers and administrators. Only during the second year did it become increasingly evident that personal observance also benefited faculty because it supplied them with a continuous flow of information which could improve their courses. Some limited institutional acceptance of this activity was observed when funds were supplied for off-campus work and time made available for professorial staff to do this.

All of those efforts began to make more evident a problem which received greater attention the third year. Though many of the courses offered were subtly biased in favor of administrators, the largest group needing training was teachers. Off-campus visits, involvement in planning, and the increasing role played by local staff in their own training revealed to faculty the necessity to examine the administrator bias of traditional adult education courses and to seek alternatives.

Because the second year for the states was one of building, the number of regional activities was limited. Project staff time was devoted to working with individual states, and when the entire group of participants from the eight states assembled, it was for very specific purposes. Although there was only one regional seminar, it was preceded by a number of discrete state activities which made that gathering more productive. First, the statewide planning committees met numerous times to deal with their plans for staff development and training. In January 1971 the state department personnel responsible for the plans met in Atlanta to outline what each plan should contain and what the seminar in May would attempt to do. As a result, all plans were more or less completed before the seminar began. At that meeting each plan was examined by the state group itself and each state examined relevant features of other plans. The increased role of state directors at these meetings cannot be overemphasized.

Two specific technical service programs responded to clear regional needs. The first in February 1971 involved higher educational, state department, and selected local program representatives. Meeting in Atlanta, they discussed the mechanisms for planning short and long inservice training experiences and developed a number of designs which could be utilized by various groups. Both the technique and the designs found their way into planning and training sessions

throughout the region. The second meeting, held in late June in Atlanta, included faculty, graduate students, and state department of education representatives. They discussed in some depth the development of graduate programs in adult education. This meeting brought to light concern about the direction credit courses were taking, the applicability of content included for teachers vs. administrators, and the problem of obtaining and disseminating relevant information.

Four trends became apparent and these were examined more fully during the third year:

1. The strength of the growing graduate programs lies off-campus in serving teachers primarily in their immediate locale.
2. Graduate program growth is tied to establishing courses relevant to teacher needs as opposed to serving only administrators.
3. The adult education faculty member's role is different from that of his colleagues in that he must serve as facilitator of knowledge rather than its source and must be willing to involve other personnel in adjunct and supporting capacities.
4. The communications network established through the project during the first two years must be more fully involved in the dissemination of research findings and a definition of faculty development efforts.

THIRD YEAR RESULTS

The third year was marked by a number of heartening accomplishments pointing to the accumulative process of this cooperative effort. As this was the final year of federal support for building state and regionwide staff development systems, emphasis was placed on strengthening and institutionalizing activities in each of the six project areas.

1. State department of education inservice leadership was the basis for efforts within each state. It focused on refining state plans for training and development, and insuring regularity and depth in all of the state and local inservice training efforts.
2. Higher education facilities concentrated on examination and institutionalization of course sequences and graduate degree programs with a thrust toward solidifying support from college and university leadership.
3. Local inservice programs initiated, planned, and conducted a wide range of inservice training opportunities. Most of these made more effective use of experienced teachers and administrators who had been associated with ABE for a number of years and had previous staff development preparation.
4. The continuing consultant phase received greater faculty and graduate student support as well as institutional approval, with an indication that there would be funds available to maintain this activity during the coming years.
5. The regional seminar program was again beneficial to states. State plans were reviewed after one year of operation, and a final look was taken regionally at the distance covered during the three years, emphasis was on communications across state lines among ABE personnel in the same occupational groups.
6. A technical service program provided information on graduate program development to participating institutions and also worked with the directors of summer institutes to provide an intensive follow-up session for selected teachers and administrators. This session created the basis for an even greater use of these personnel in conducting their own training.

The following sections of this report will discuss each of these activities in greater depth, emphasizing what has been done regionally as well as summarizing progress in individual states. But before these analyses, it is necessary to examine the role played by evaluation

during the project and to present a summary of staff development systems within the region.

Roles of Evaluation

Evaluation played a dual role throughout the three years of the project. First, it served as an educational device to acquaint participants fully with the emphases of the six programs. Second, it became an increasingly precise assessment of how much progress had been made in each area and what remained to be done for full completion of goals. The educative functions became less important during the second and third years.

A secondary role played by evaluation was not originally intended. Through the three years, personnel from state departments of education, colleges and universities, and local programs became aware that external assessment could be constructive and was not necessarily a threat or an exercise in straight criticism.

Evaluations were conducted each year by an independent panel, chaired by Dr. James B. Kenney, Associate to the Provost, University of Georgia. The panel's composition varied and included members with backgrounds in adult education, higher education, and psychology. None of the members was in any way affiliated with the project or SREB. Members held field interviews and analyzed answers to questionnaires sent to project participants.

During the first year, a main thrust of this evaluation was orienting participants, particularly those in state departments and higher education institutions, to the project's overall directions. To evaluate this, a comprehensive questionnaire was developed for use in intensive interviews. A great deal of quantitative data was collected, but the questionnaire did not allow for a complete assessment of the degree to which organizational and personal relationships had evolved. During the first year, these qualitative assessments were made initially by the project staff through contact with participants and through subjective judgments.

As both organization and relationships grew during the second year, responsibility for evaluation was shifted to project participants. A set of forms was devised to enable each group (state departments, colleges and universities, and local programs) to indicate the number and kind of inservice activities and the general directions taken in large group training sessions. In addition, these groups responded to questionnaires which allowed for subjective analyses of progress made during the year, with special emphasis on the growth of relationships among individuals within the state and throughout the

region. Members of the regional evaluation panel were assigned responsibility for analyzing and tabulating responses from groups and then preparing reports of state department, faculty, and local program activities along with a composite picture of individual states.

Essentially, the same procedure was used the third year. It continued the reliance on participants to analyze the progress made in their programs. In-depth questionnaires were prepared for state department, higher education and local program coordinators. These were distributed and tabulated by members of the evaluation panel. For the ABE teachers, a short questionnaire was developed and circulated at various inservice meetings held in each state toward the end of the year. An experienced local coordinator distributed and explained the questionnaire, collected them, and tabulated the data. These coordinators also conducted interviews with teachers attending the meeting, and used the subjective data to support their analysis of teacher responses.

Throughout the third year evaluation, an effort was made to determine how much growth participants thought had taken place over the three-year period. Questions dealt with specific progress in establishing adult education programs in universities, in judging the relevance of training offered, and in increasing the level of cooperation among ABE staff in each state. A summary of the evaluation panel's report appears later.

Characteristics of Existing Staff Development Systems

One of the project's strengths has been the diversity of approaches taken in each of the eight states. The development of cooperative relationships among adult education personnel, and of the leadership role of the state director of adult education programs, have meant that staff development systems are particularly suited to each state in terms of formal educational structure, location of persons to be reached, and the size of the potential staff development population. Given this diversity, there are still some common threads which run through most staff development systems.

Needs assessment. Regular visits by state department staff, often with faculty members, is a prime method for determining types of training programs needed at the local level. State department staff members make regular visits to programs and discuss what types of inservice programs would be most relevant at a particular time. As ABE programs have become established, many distinguished coordinators have emerged who are often used as sounding boards for ideas

about the most effective programs to be planned and carried out. Complementary to the work of state department staff are the activities of statewide planning committees which have also emerged as a vehicle for determining the best types of programs to be offered. In planning more extensive activities, especially summer institutes, questionnaires have been used to determine the types of programs which ABE personnel would like to have, especially what programs would be most helpful in addition to past experience.

Initial decision. When the information has been collected as to what types of programs are needed, it is usually the responsibility of the state director, working closely with staff and others involved, to decide which programs should be approved and when. Over the three years, a group of state department, higher education, and local program staff has usually emerged in each state to assist the director in making these kinds of decisions. A second type of decision concerns who would best be able to operate a program: higher education faculty, state department staff itself with external assistance, or local personnel. When those joint decisions have been made, planning begins.

Planning activities. This work is usually carried on by the individual or institution responsible for the training program. It has been increasingly evident that local personnel have a significant voice in the planning of programs sponsored by higher education and state departments of education. As the population of teachers and administrators in ABE has stabilized, the need for more relevant training activities has grown. Therefore, it is extremely important that those closest to the training level suggest what would be relevant from their point of view. Where this has not been done, there has been negative reactions to the programs from training personnel.

Training and evaluation. Staff members with a wide variety of qualifications are usually involved in training programs. Teachers and administrators with specific information and experience have played an increasing role. University faculty have become managers of programs and are less involved in actual presentation. Similarly, the lecture approach has been used less and less, with more sessions concentrating on laboratory or practicum experiences. Sessions dealing with use of materials or introduction of techniques offer opportunities for teachers and administrators to practice and to become familiar with materials. With increasing emphasis on individualized instruction and the use of learning laboratories, very specialized sessions have been developed. Assessment by both the staff and participants is a continuing and extremely important function of any

program. These assessments are designed to be constructively critical so that future efforts can be better and can continue in the direction taken in past programs. Because of these staff development plans, a sequence of training has become a common factor in state plans, and there are a series of programs which all teachers should participate in for their personal and professional growth.

Major Accomplishments

Three years of accomplishments can be viewed from three different perspectives. The easiest way to view success would simply be to count the number of course offerings, workshops, seminars, summer institutes, and programs visited and report the total of persons involved. These figures are substantial and reflect the degree to which staff development activities were planned and carried out. But that easiest of all methods to prove success would be only momentarily meaningful if there were not also two other solid achievements. This second perspective includes (a) the systems established for providing training and (b) the indications of institutionalization at the state department of education, higher education, and local program levels. As seen from a third perspective, and the one most difficult to establish clearly, success involves human relations. This was primarily the trust and cooperative spirit which grew over a three-year period and fundamentally made all other achievements possible. Each of these three views of achievement deserves a separate analysis.

Human Relations

One of the reasons for demonstrable progress of the regional project was the fact that it operated in areas with historical and geographical affinity. The states have worked together educationally for a long time. One of the prime movers in the development of a spirit of cooperation has been the grantee, the Southern Regional Education Board (SREB). It is the educational arm of fourteen states, eight of which were included in this project (the eight in HEW Region IV). Since 1948, SREB has been involved in numerous interstate ventures and these laid the basis for the cooperative spirit so evident in this project. So the states were not strangers when they came together to discuss adult basic education staff development.

But despite their history of joint action, there was still jealousy and some suspicion among ABE staff who were called on to work together. There were a number of reasons for these negative feelings. First, there is a spirit of competition (certainly strengthened by the

Southeastern Athletic Conference), which means that each state tries to outdo the other. This was also the reason for some states' disguising weaknesses in their own programs for fear of criticism and ridicule by other states. The second factor was that ABE personnel from state departments of education did not have the same background of cooperative action as those from many of the higher educational institutions associated with SREB. And third, there were a few times when personnel from three different educational establishments (state departments of education, colleges and universities, and local school systems) were put on the same team where cooperation was a prime key to progress.

Thus while history was on the project's side, there was much work to be done in overcoming initial resistance and distrust. To say that all of these elements were overcome in three years would be less than candid. But there is now greater ease in working situations where these three groups are involved. The two most evident indications of this are (1) a willingness of ABE staff members from different states to talk about their problems when brought together and to search for solutions that might be applicable in a variety of situations, and (2) the amount of constructive criticism during state meetings where all three groups are represented.

The cooperative spirit and involvement of all participants were evident in the degree to which they voluntarily gave time to participate in regional activities. State directors of education met almost monthly to provide guidance as a planning committee to the project director and staff. Those state department members involved in the state plan for training and development met on numerous occasions with project personnel to discuss the content of various regional seminars and training sessions. And there was always comprehensive participation at each of the five regional seminars and other programs held during the three-year period.

Finally, though it is impossible to verify statistically, there is a level of friendship and camaraderie which has grown within each state and across the region among those persons who have spent so much time and effort in developing the staff training systems. They have a joint investment in their continued success, a sense of pride in a job well done, and know from experience that there are ABE professionals in their state or elsewhere in the Southeast on whom they can rely for continued assistance.

Established Training Systems and University Programs

The state plans established for professional staff development and

training outline the systems which evolved in each of the eight states. These systems resulted from the project's stimulation and an awareness that continuity and institutionalized processes were absolutely necessary to any useful program for staff growth. There have been significant investments of time to strengthen the elements in this system and to weave them together in a manner useful to adult and adult basic education personnel. These systems are expected to last for many years, with periodic review and modification as state needs dictate.

Certain elements are common to all these systems:

1. A clearly established leadership role is held by the state director, with adjunct responsibility delegated to his staff. The state department has become the information center for each state, both in accumulating information on training needs and in making decisions on which programs meet those needs. A responsibility for managing the plan has also been assumed within that department, and one or more staff members coordinate a review and necessary refinement of the plan periodically. The state department also sponsors the statewide planning committee, an advisory group which helps to keep relevant information flowing to administrators.

2. An increasingly specific training role has been assigned to higher educational institutions in each state. A minimum of two institutions was initially involved. In most states that number has grown by two and sometimes three more. As most institutions (or institutions in conjunction with state departments) now support faculty members, four distinct kinds of responsibility have been delegated to them.

The first is to offer on- and off-campus courses in a traditional higher education format. Of late, there has been an increasing awareness of the need to orient these courses more toward teacher needs than toward those of administrators in the broad area of adult education.

A second and complementary responsibility is to serve a distinct area of the state, usually a specific number of counties. Courses are regularly offered in locations most convenient to students.

The third and related responsibility is still evolving. This is to specialize in certain subject areas (such as teaching reading, developing learning labs, or preparing teacher trainer teams) so that one institution becomes most capable in one particular area.

The last and continuing responsibility is to serve on planning committees, both state and local, to assist at various inservice

sessions and, when possible, to visit ABE programs to maintain active contact with the field.

By and large, these four responsibilities have been accepted at the 23 institutions participating in the project, and they will continue these activities in their states.

3. Local ABE program personnel are responsible for planning a minimum number of inservice training activities each year. The scope of subjects covered is usually left up to the staff, as well as the decision on which personnel from the state department or a higher educational institution are to be involved. The types of training best handled at the local level have been designated in some cases; this delegation to local areas has meant that higher educational responsibility can be narrowed to focus on those areas where it has the greatest strength.

4. The necessary sequence of items to be included in training has been designated, with some suggestion as to which agency could best provide it. The types of training to be included in preservice and what could be considered inservice have been mentioned within each state plan. In general, background information and introduction to adult education have been a higher education responsibility, with the more specific training of reading, arithmetic, or social living skills assumed by experienced personnel. Importantly, the types of training needed to develop trainers have also been added to the plans. What is still being discussed and developed is an exact sequence of training items that each ABE and coordinator needs from the very start and throughout his involvement with any program.

5. Evaluation has been accepted as a necessary and continuing function. This means that there are periodic assessments of the effectiveness of all programs at the higher educational and local levels. Any long intensive program such as a summer institute is assessed in terms of how its content can be fitted into a series of short seminars and workshops conducted throughout the year. A second direction which evaluation takes is to determine how those ABE staff members who have received training can be most effectively used in educating their colleagues. Evaluation within the context of these state plans also contains the requirement for periodic meetings to update the plans.

There are many indications of stability of the participant groups. Within the state department of education, this is shown through the area and subject responsibility delegated to field supervisors, the inclusion of necessary professional development activities in their schedules (both in-house, regional, and national), and the personal

rapport which these personnel have established with higher educational institutions and local programs. Active participation by state directors on a project planning committee and their expectations to continue discussing regional and national problems are further signs of stability. The efforts of the regional program officer in guiding the deliberations of this group and stimulating their cooperative action must not be underemphasized.

At the higher education level, nearly all of the institutions have indicated their acceptance of an adult education program by partially or wholly funding one adult education position. In some cases the state department of education has indicated its approval of an institution's activities by contributing to the support of faculty member, secretarial staff, graduate students or travel expenses. Program growth has been so sudden at some institutions that an additional faculty member has been hired to work specifically with ABE and inservice. Release time is provided at a number of institutions for faculty and graduate students in the belief that off-campus work has a productive influence on the content of courses.

Within local programs, the number of teachers and administrators remaining in ABE is an indication of their support for the program. Time made available for these people to attend training programs and the active involvement by school systems' supervisory personnel are both indications of greater support. The inclusion of adult education topics in state superintendents' meetings and the ties established by the ABE directors with these superintendents are further proof of the degree to which ABE education has gained recognition within the public education structure.

Quantitative Gains

The number of staff development activities has substantially increased each year, with the most dramatic growth occurring in the number of participants in one or more programs annually. The total number of people reached by credit courses and inservice activities has more than doubled over the three-year period, increasing from approximately 8,000 to more than 19,000 (Table 1). From 1970 through 1972 the number of credit courses tripled, while the total number of students enrolled has increased fourfold for on-campus classes and has nearly doubled for off-campus classes. Other gains are summarized below.

1. Using three-year totals, the average size of on-campus classes

Table 1. Summary of Credit Courses and Inservice Activities

State	Credit Courses						University Inservice				State Department Inservice						
	On-campus		Off-campus		Summer institutes		Consultant services		Area workshops		Planning group meetings	Statewide conference		Area workshops			
	#	students	#	students	#	students	#	contacts	#	participants		#	participants	#	participants		
Alabama	20	440	14	348	3	193	16	267	1	621	2	0		25	1072		
Florida	25	275	34	653	0		95	885	17	557	1	1	250	57	1739		
Georgia	26	248	9	139	5	218	71	237	15	398	2	0		12	798		
Kentucky	11	164	7	110	1	101	38	183	5	169	2	0		9	635		
Mississippi	14	153	13	242	1	60	13	93	2	60	2	1	80	17	367		
North Carolina	12	138	13	231	1	31	11	71	10	551	2	2	410	33	1051		
South Carolina	5	133	9	296	0		3	38	2	101	4	1	193	79	2022		
Tennessee	42	476	7	89	4	105	76	728	1	55	3	2	208	7	785		
																Total # people involved	
1972	155	2027	106	2108	15	708	323	2502	71	2512	18	7	1141	239	8469	916	19,467
1971	127	1663	68	1594	10	525	241	*	68	5093	23	—	—	71	5222	585	14,097
1970	43	525	41	1148	7	429	32	*	*	1090	0	—	—	92	5037	215	8,229

*The number of persons reached through university consultant services in 1970 and 1971 was included in the area workshop totals. Total area workshops was not reported in 1970.

was 13 students. The average size of off-campus classes was 23 students.

2. Yearly averages of class size show that on-campus course enrollment did not vary from the average of 13. The size of off-campus courses, however, decreased from 28 to 20 as the total number of courses increased.
3. The number of summer institutes doubled from 1970 to 1972. (The first year all were project funded; the third year all were state funded.)
4. On the average, university faculty made 10 times more consultant visits in 1972 than in 1970.
5. Area workshops coordinated by university faculty reached 2½ times more people in 1972 than in 1970.
6. The number of area workshops coordinated by state departments increased 2½ times from 1970 to 1972, while the number of participants increased by more than 50%. (Faculty participation in these workshops still seems to be one of the most important recruiting devices for off-campus classes.)

Growth of Programs in Higher Education Institutions

Of all six phases of the regional project, the higher educational one proved to be the least difficult to establish. Twenty-three colleges and universities attracted ABE staff members, courses were initiated and offered, and graduate programs became institutionalized. Consequently, there was far more traditionalism and far less experimentation than anticipated. This is not to say that contributions by these institutions were not significant. Earlier sections of this report document the extent to which obligations were met and full participation achieved by faculty, graduate students, and the college or university as a whole. But in general what is higher education's greatest strength is also its weakness. Before analyzing what happened in each state and what now exists as a higher educational base, it may be profitable to describe this strength and weakness. There are, of course, differences from state to state and even from institution to institution. But they all have enough in common to permit a listing of certain traits shared by all of those who worked in developing this area of adult basic education—with ties to the broader field of adult and continuing education.

Course Structure

Course titles and listed content were remarkably similar through-

out the region. Most dealt with basic background and have been extremely helpful to those with no exposure to adult learning or the psychology of teaching adults. It was absolutely essential to provide this kind of content to nearly 8,000 part-time personnel involved in the ABE program as well as their replacements each year.

These courses were also an excellent point of departure for more specialized studies in the entire ABE field. However, listing of titles and description of course content made it difficult to be as inclusive as desired and to introduce within the courses more specialized concerns of ABE personnel. One unfortunate result, for example, was that changing concerns of personnel working with undereducated adults had to fit into already established course structures rather than become a base on which a training program could be built.

Off-Campus Activity

Most academic courses were offered off-campus. One of the aims of state directors was to make staff development programs accessible to part-time personnel within easy driving distance of their homes or schools. By placing courses away from campuses this goal was reached and thousands of ABE personnel had access to academic training. One negative effect of this off-campus activity was the absence of new faculty members from their campuses. The amount of time spent in getting to off-campus locations, meeting students in their work areas, and conducting classes made it impossible for faculty members to be present during years when contacts should be made and roots established at an institution. Delivering a great deal of ABE training in the field tended to cast the adult educators in a quasi-academic mold and gave them some of the negative characteristics of extension work; e.g., courses offered were not always considered the academic equal of those conducted on campus.

Degree Programs

With amazing rapidity new faculty members at participating institutions moved to develop graduate degrees, mostly at the master's level. In large part, these degrees resembled others offered at institutions with a more established reputation in the field. While there was an orientation toward working with ABE teachers, more significant direction was in preparing administrators in this area. The degree programs were cast in the traditional academic mold and indicated that adult education was institutionalized at that college or university. The speed with which programs developed, however,

minimized the effect which field experience could have had on the overall content and emphasis of these graduate efforts. The amount of room for flexibility was thus severely limited.

Program Visits

When put to use, some of the most effective ways of building rapport with potential students were regular faculty and graduate student visits to local programs, participation at state and local planning meetings, and appearance at inservice training sessions. These activities established the availability and credibility of new faculty members as a source of reliable and useful information on adult education. They offered an opportunity to meet people who were often induced to attend off-campus courses and who later became graduate students enrolled for degrees. When faculty listened to the concerns of teachers and coordinators, those concerns were reflected in the training provided. The fact that they were listened to made teachers and coordinators feel that their concerns were being included within academic course programs and that the return would be relevant to their own situations. But these efforts were not always seen as compatible with an institution's mission. Therefore, time spent away from the campus by faculty members was not always regarded as legitimate by administration. And when restrictions were placed on movement of faculty members, the one activity most likely to be dropped first was visiting local programs and consulting with potential students.

State Summaries

The most hopeful signs running through the following descriptions of state activity are the degree of institutionalization of programs and staff at colleges and universities, the youthful and experimental outlook of so many faculty members, and the growing awareness which academic leadership has shown in this whole area of continuing professional education. There is great diversity, to be sure, and this diversity is the force for complementary activities rather than competition within states and throughout the region.

Alabama. Two higher educational institutions are actively involved in the ABE project: Alabama State University at Montgomery and Auburn University. Both institutions have provided courses throughout the state as well as hosting two-week summer institutes since 1969. Major population areas of the state (Birmingham, Huntsville, Mobile, Decatur and Montgomery) have been

served by faculty and graduate students. Master's and doctoral programs have been approved at Auburn and a master's program at Alabama State University. At both institutions, there has been a concerted effort to involve additional faculty in adult education activities; instructors from sociology, reading, vocational education, and psychology have participated regularly in on- and off-campus programs, summer institutes, and short inservice seminars. With these two institutions as the base, the State Department of Education is considering involving others in the northern and southern parts of the state so that Alabama may have a more comprehensive ABE program.

Florida. Three higher education institutions in strategic parts of the state implement the geographical area concept approved by the Florida Regents. All of these institutions have approved master's programs and offer regular sequences of off-campus courses. Florida A & M serves the largely rural needs of north Florida; the University of South Florida at Tampa and Florida Atlantic University at Boca Raton offer programs to west, central, and south Florida. The two institutions in the southern part of the state have close working relationships with the adult education coordinators in Broward and Hillsborough counties. This enables them to serve staff needs through courses, regular consultant visits, and participation at extensive inservice training programs.

Georgia. Different sequences of courses leading to some type of degree or certificate exist at all four institutions involved in adult education within the state. A master's program is in the planning stages at Albany State College. Georgia Southern College at Statesboro has an approved master's program. West Georgia College at Carrollton has enough graduate courses for a minor or an "add-on" certificate. And the University of Georgia has master's and doctoral programs. In addition, there is an arrangement between participating colleges and the University which allows a student to receive graduate credit for certain courses taken at the colleges, with tuition paid to the University of Georgia.

The institutions in each of four geographical sections of the state work closely with a state department consultant and a comprehensive group of local personnel in planning other kinds of staff development activities. Developing specialized areas, such as individualized instruction, the establishment of learning laboratories, and English as a second language, is being considered by different institutions. The large number of graduate students in adult education at the University of Georgia enables that institution to provide

assistance to the smaller number of faculty at the other colleges in the state.

Kentucky. All three participating institutions in the state have a sequence of adult education courses and are offering them both on- and off-campus. The three institutions also serve different parts of the state: Morehead State University in the eastern Appalachian area, with course sequence and an approved master's program; Western Kentucky State University at Bowling Green in the western section of the state with a sequence of graduate courses; and Kentucky State College at Frankfort in the central part of the state expects to offer graduate courses in cooperation with Morehead State University. Awareness of the presence of ABE faculty and the implementation of new programs has been facilitated by regular faculty contact with the Department of Education area supervisors and by faculty appearances at numerous inservice meetings throughout the state.

Mississippi. Three institutions share area and subject specialization responsibilities for the state. Jackson State College at Jackson serves the central part of the state and specializes in training new ABE personnel statewide. Mississippi State University at Starkville serves the northeast section of the state and develops teacher training teams. And the University of Southern Mississippi at Hattiesburg reaches the southern part of the state and trains teachers of reading for adults. In addition to these larger responsibilities, all offer off-campus work in their area, and faculty assist the Department of Education and local personnel in conducting other forms of staff development. Graduate students from each of the institutions have been particularly helpful in making surveys of need and assisting in many statewide training sessions.

North Carolina. The geographical area concept was introduced into the state when adult education efforts began at two specially selected universities: Appalachian State University in Boone, which is located in the western mountain area and provides training to personnel in that section of the state; and Elizabeth City State University in the northeast coastal plains area. These two institutions worked along with North Carolina State University at Raleigh, which has a long history of work in adult education and an established doctoral program coordinated with the community college system of the state. Both of these universities conducted surveys of need, established contact with local adult education coordinators, and then proceeded to offer both off-campus courses and specialized intensive training sessions. Both institutions are moving toward the establishment of master's programs and are carrying out their work

in close cooperation with area planning groups and experienced local adult education personnel.

South Carolina. South Carolina State College and the University of South Carolina work together in offering off-campus courses and other forms of locally based inservice training. This cooperation is aided by a strong working relationship with Department of Education personnel. A master's program has been approved at the University, and graduate credit courses are available through South Carolina State College. The off-campus courses are offered in various parts of the state each year, enabling interested students to reach them easily. A regular schedule of visits to local programs is maintained so that all programs can be integrated within either academic courses or inservice training.

Tennessee. Master's degree programs have been established at three institutions in the state: Memphis State University, Tennessee State University at Nashville, and the University of Tennessee at Knoxville. These institutions serve the west, central and eastern parts of the state, with both on- and off-campus courses. Reaching local populations has been facilitated by (1) a strong working relationship with the Department of Education personnel, (2) the participation of faculty members on local and statewide planning committees, and (3) appearances at local and state inservice training sessions.

EXISTING TRAINING SYSTEMS IN THE REGION

During the past three years, different systems for providing training have been discussed, initiated, and developed in all eight states of Region IV. All of them are firmly rooted and are expected to exist in some form or another long after discontinuance of support from this regional project or from the federal government. Through this organizational structure, a wide variety of pre- and inservice activities is delivered: on- and off-campus courses, summer institutes, inservice workshops and seminars, and individualized staff development efforts.

While each state's plan for staff development has evolved in response to particular needs, there are certain common characteristics among them. The following is an introduction to a summary of the major elements in the plans for all eight participating states.

1. One member of the state department of education staff, either the director or a coordinator/field supervisor, has been given overall responsibility for seeing that the plan is kept current and that it is being fully implemented within the state.
2. All states have formed a statewide planning group which meets at various times during the year to evaluate the plan and to work on specific training ventures. Continuity of membership from year to year is provided by the state department and institution faculty. If possible, selected local program staff are also retained. Since the final decision for action rests with the state director, most of these committees operate in an advisory capacity. However, the strength, comprehensive nature, and experience of the participants make their opinions of value.
3. All of the plans delineate certain roles to be performed by state department, university faculty, and local program personnel. The role of state departments and colleges and universities has been traditionally cast, but the expectations from local programs have changed and increased during the life of the project. Hopefully, the local role will continue to grow.
4. A basic number of training experiences is now being delineated in most of the plans. Emphasis is on the knowledge every person involved in ABE must have in order to function effectively with adults. Participation in one of two basic courses and attendance at a minimum of one or two inservice meetings per year are some of the requirements outlined in these plans.

5. The key coordinating role played by the state department of education is very definitely outlined in each plan with emphasis on the department's central communication role. As a result, it is the one agency within the state most capable of providing the the coordination and leadership necessary for staff development. Figure 1 outlines the key role of state departments of education in relation to other participants in adult and adult basic education. This diagram typifies what is happening in most of the states in relation to staff development, planning, and implementation.
6. All of the plans contain a method for continuous evaluation and updating. The usual method is to employ a statewide planning committee and be sure that a comprehensive group, which has been involved in planning, delivering, and to some extent, receiving training, is present when suggestions for improvement are needed. While no fixed time for evaluation is listed within the plans, the assumption is that it will occur annually or semi-annually.
7. Continuity in training is provided in two ways. First, the staff members who provide training (particularly those from the state department and the higher education institutions and increasingly from local programs) can see what progress has been achieved, what is needed, and what can be realistically delivered at any one point in time. The second element of continuity comes from the local ABE teachers and coordinators themselves who have in increasing numbers stayed with the program. Their first need was for basic training, but with time their needs for more sophisticated and intensive work grew considerably. They too assess progress and are now given a sequence of experiences which may move them to higher levels of competency. One should note, however, that the concept of sequence within the state plans is still evolving and is mentioned explicitly in only a few of the plans; but as more states become aware of the necessity for action in this area, a chronological list of training steps will most likely be included.

Dialogue which began seven years ago among newly appointed state directors of adult basic education has been the key element in the growth of each system described below. When the regional project began in 1969, other groups joined in and helped lay the foundations for these staff development systems. A most important group, whose voice has been heard more and more, is the local directors and

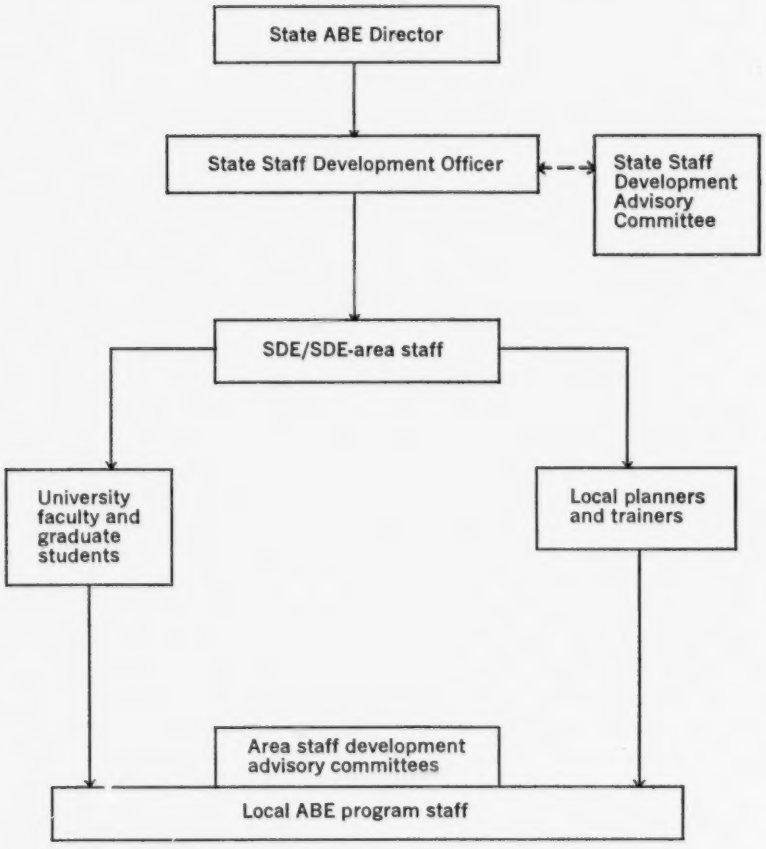
State ABE Director
State Staff Development Officer
State Staff Development Advisory Committee
SDE/SDE-area staff
University faculty and graduate students
Local planners and trainers
Area staff development advisory committees
Local ABE program staff

Figure 1. Relationships of adult education personnel within a state

teachers whose training needs are to be met. The staff development systems and plans summarized in this chapter are not at all final. They will continue to grow and change as do those responsible for implementing and evaluating them. One of their basic strengths is the potential for expansion, refinement, and change.

Alabama

Leadership and overall coordination of planning activities are provided by the state department of education. To assist the state director, four field supervisors work in different geographical areas of the state and each is in constant touch with the department. State department staff visit regularly with a growing cadre of experienced local program staff members who indicate needs which can be met by specific training programs. A statewide planning group composed of supervisors, higher education, and local staff members also meets regularly to assist the director in making decisions concerning staff development activities. Alabama State University at Montgomery and Auburn University, plus other institutions, provided faculty and graduate student assistance in collecting data and planning programs.

Staff development assignments. The state department of education provides for the total organization of the program, its administration, distribution of funds and establishment of priorities as far as content and direction of activities are concerned. It takes the lead in planning and involving higher education and local program personnel in any staff development effort. The higher education faculty and graduate students are responsible for the on- and off-campus courses, consultative services to local programs, evaluation, and public and university relations which further the image of the program. The determination of need and assistance in the planning of specific activities are done largely by local personnel. Increasingly these people are to be assigned responsibility for conducting much of their own specific inservice training.

Training frequency. A regular sequence of higher education courses is offered each year, usually in different places to make it possible for part-time personnel to take a course at least once and usually twice each year. Semiannual statewide inservice functions and at least two two-week summer institutes are sponsored by the state department and conducted at a higher education institution. The number of short inservice sessions planned by statewide and area committees has been growing. The formats of these sessions vary a great deal and are determined by the topics which local groups feel

are relevant at a particular time. All ABE personnel in a certain area are invited to participate, and state department and university resources are available to support these training programs.

Evaluation. Evaluation is considered an integral part of the program, and fifteen criteria for evaluating activities have been developed. Such elements as teacher and student retention, growth of adult education programs at the higher education level, policy changes, number of graduate students involved, number of inservice training opportunities and consultations are included in these criteria. In addition, distinct training activities themselves are evaluated as a method of determining what succeeded and what didn't—with an eye toward making subsequent efforts more efficient.

Florida

Florida's staff development plan exists as part of the state's plan for adult education. The adult and veteran education section of the Florida Department of Education is responsible for all activities within this area. Relations with three primary and three secondary higher education institutions, as well as a wide variety of local programs, are coordinated through this section. A staff member primarily responsible for these efforts has been designated within the Department. This staff development officer works closely with the Department of Education area coordinators who are actually located in the regions of the state. He also coordinates the work of a comprehensive statewide planning committee which meets periodically to assess overall progress. There has been increasing contact with ABE staff members responsible for staff development activities in the more populous counties. Working with the state department area coordinator, the staff development officer promotes the growth of a local system for providing inservice training as the area needs it.

Staff development assignments. The coordinating function assumed by the Department of Education insures that a maximum amount of information flows among all of those providing and receiving training. A particular responsibility of the Department of Education is to see that ongoing programs are initiated and sustained at the local level. Higher education institutions develop departments capable of providing both the traditional courses and a variety of short intensive experiences. Staff is also available for continuing consultation to help solve problems of local programs. Local personnel assess staff development needs at their level, suggest programs which can best be carried on by the university or on a statewide basis, and begin

development of local programs which can be operated on a regular basis.

Training frequency. Traditional course offerings are regularly available both on the campuses of the participating institutions and throughout a wide geographical area. This is part of the responsibility assigned to the institutions by the Florida Regents. State or region inservice programs are conducted from time to time. The type of program reaching the greatest number of teachers is the short intensive meeting for part-time personnel held on weekends or evenings. Many of these are held by the counties and conducted by higher education or experienced coordinators. Once a year the Department sponsors a statewide conference for adult educators, at which various topics of interest are presented and discussed.

Evaluation. Evaluation, carried out at regularly prescribed intervals, performs two functions. The first is to measure program accomplishments against the previously established staff development benchmarks. Quantitative and increasingly qualitative judgments are used. Evaluation also results in modifications of the entire plan for staff development and training. All participants evaluate each district activity before planning subsequent ones. Evaluations are discussed at regular meetings of the planning committees and modifications made thereafter.

Georgia

While the Georgia Department of Education assumes leadership, it assigns responsibility to four geographical areas. This makes it possible for one ABE supervisor from the Department of Education to develop a close relationship with the higher educational institution responsible for his area and with a comprehensive group of local coordinators from each section of the state. Thus there are five plans for staff development: one for the entire state of Georgia and one for each of the four areas. The state director works with the field supervisors, the higher education institutions, and selected local coordinators through an advisory group which meets occasionally to discuss overall directions. The coordinating role of the Department of Education is strengthened by involving its staff in planning local activities and by keeping in touch with ABE staff members working at the local level. This kind of organization also allows more training activities at the area level, with state meetings held only for topics of general concern.

Staff development assignments. The quadrant relationship makes

it possible to capitalize on the staff members working closely together. The Department of Education staff and higher education faculty or graduate students regularly visit all programs in the four areas and help determine the content of courses and workshops. As the number of experienced personnel at both the teacher and coordinator levels has grown, these people have been more regularly involved in helping to identify needs, to plan programs, and to present information. And while each higher educational institution has a different section of the state to serve, there is a sharing of personnel and expertise throughout Georgia.

Training frequency. Courses are available within each area both on- campus and off-campus throughout the year. Summer institutes have been held at various institutions for the past three years. And the number of inservices within the areas has increased. Usually these have been short and concerned with specifically identified topics. A minimum of ten hours instruction annually is required in the state.

Evaluation. This phase of staff development is also conducted at the area level. The area supervisor and a committee appointed to plan and implement particular programs are also responsible for evaluation procedures. Reaction to specific events by participants and observation of overall progress during the year are the bases for evaluation.

Kentucky

Coordination of the staff development program is carried out by the SDE director, assistant director, and the three area supervisors who work throughout the state. This central group maintains close ties with a comprehensive group of local administrators, teachers, and university personnel in order to determine the kinds of training to be provided. Two committee structures support the Department of Education in decision making. The first of these is a staff development committee with representation from (1) the Department of Education, (2) the three participating higher education institutions, and (3) twelve local teachers or supervisors, three from each region of the state. Inservice training committees form the second group with one committee in each of the three geographical areas. These committees are composed of the area supervisors, the adult educator from the institution serving the region, and five local program members. One state department staff member is assigned responsibility for overall training and development in the state, under the supervision of the state director.

Staff development assignments. State staff members plus the committee structure comprise the core of coordinating responsibility. The state department also insures the continuous flow of information, serves as liaison, and stimulates innovation in new training areas. Three institutions provide pre- and inservice training throughout the state, with each serving a particular region. Their faculty also serve as consultants to local and Department of Education personnel. Responsibility for inservice training falls to the local programs, who plan and implement activities. Continuous identification of needs is also delegated to local personnel. State department and higher education staff members are available to assist local programs on request.

Training frequency. A schedule of courses is maintained by all three institutions during each term. Two of the three institutions regularly offer off-campus courses in surrounding areas. Each year there is a series of state-sponsored local inservice meetings with state department and higher educational personnel speaking on selected topics. Teacher needs determine what is to be included in a program. These meetings reach the majority of ABE personnel within the state. Locally-sponsored inservice meetings are held intermittently throughout the year, and are based on the wishes of sponsoring systems. A minimum number of pre- and inservice training hours is now being determined for both teachers and coordinators.

Evaluation. Instruments are constructed to ascertain both demographic and reaction data from all persons participating in staff development activities. The thrust of evaluation is to determine satisfaction and dissatisfaction with the training sessions and to point the way toward a more effective program in the future. The inservice planning committee in each geographical area as well as the state group are involved in evaluation efforts.

Mississippi

To further the coordinating ability of the state director and staff, supervisors maintain continuous contact with local programs and with the three participating higher educational institutions. Representatives from both of these groups work regularly with the state department on a planning committee which has a number of different responsibilities. While all state department staff members keep in touch with this group and its members, the person responsible for teacher training and personnel development has the most regular and consistent contact. Through this individual and others in local areas, training needs are identified, programs planned, and training

offered on a regular basis. Special abilities of state department staff, higher educational institutions, and a growing number of experienced coordinators are used in all phases of staff development assignments.

Staff development assignments. In addition to coordinating the activities of the planning committee and providing overall program direction, members of the state department staff have specialized interests and abilities: selection and use of material, course content, guidance, record keeping, and GED content. These specialized skills are used in training sessions. Similar expertise has been developed at the three participating institutions, with specialization in the areas of reading, preparation of new teachers, development of teaching teams, and relating industry to adult education. While all institutions teach similar courses, they assist on the statewide level most often in their area of specialization. Local program personnel are increasingly used to identify training needs, to assist with planning, and more often to conduct distinct phases of inservice sessions. They also identify expert local resources which can be further used to improve the quality of inservice education.

Training frequency. Two-week summer institutes are held regularly by the participating higher educational institutions and sponsored by the state department. These institutes are often followed in local areas by short inservice sessions which expand ideas mentioned in a general way during the institute and offer intensive examination of special topics. In addition, each of the institutions offers a schedule of courses on campus and in strategic locations throughout the state.

Evaluation. This is a continuous element in staff development, with emphasis on evaluation of each activity. Participants are asked not only what was profitable but what should be included in the future. Other evaluation criteria are used such as the growth of new programs, teacher retention, and the institutionalization of graduate programs in colleges and universities.

North Carolina

Staff within the Division of Adult Education and Community Services with the Department of Community Colleges are responsible for coordination of all ABE training within the state. They work with the ABE staff at community colleges and with faculty from at least three higher educational institutions in different geographical regions. Staff from the central office visit regularly with community college personnel and involve them in the planning and conducting of

various training programs. Other state and local agencies involved in adult education are also included in this work. A planning committee composed of representatives from the state department, participating universities, local areas, and local programs meets to identify specific needs and to plan inservice to meet these needs.

Staff development assignments. In addition to keeping in touch with staff in the field and acting as liaison with the planning committee, state department personnel are also concerned with regional efforts. They are responsible for planning all state activities. Higher education personnel work on and off campus, conduct special courses of varying lengths, and assume responsibility for a geographical area. Local directors at the community college level provide informational and other basic forms of inservice training, as well as planning specific training sessions.

Training frequency. At the community college level, regular training is provided throughout the year. There is increasing cooperation among junior colleges in the same area to hold joint meetings which bring resource people to deal with specific topics. Higher educational courses, of course, are held at all times during the year throughout the different areas to provide opportunities for as many people as possible to attend. Once or twice a year statewide meetings deal with general problems related to ABE program as well as with specific topics of concern to all.

Evaluation. Annual evaluations are made of all staff development activities conducted within the state. In addition to the overall evaluations, there is one aimed at specific activities. Internal as well as external evaluations are carried out.

South Carolina

The Department of Education's staff, plus representatives from the two participating higher educational institutions, work jointly to serve all areas of the state. Field supervisors are assigned geographical regions and have thorough knowledge and close contact with programs in those areas. Additional personnel specialized in various aspects of adult education are on call to assist the field supervisors with specific programs. The state director, working with his staff, charts the overall direction for program and personnel development. He is assisted by one member primarily interested in staff development. An advisory committee, composed of Department of Education personnel, faculty, and a representative group of teachers and coordinators, examines professional development progress and

makes suggestions for changes. This group meets at the discretion of the director and is involved in planning pre- and inservice activities throughout the state.

Staff development assignments. In addition to the responsibility of overall coordination, state department staff play a strong role in selecting local coordinators and identifying training needs related to specific programs. They also work in support of coordinators to increase their supervision and staff development skills. Higher educational personnel have multiple functions, chief of which are conducting on- and off-campus courses throughout the state, serving on the advisory committee, visiting local programs to provide onsite assistance, and participating in training activities conducted at the state and local levels. Local coordinators and teachers have been formed into teacher trainer teams and used collectively or individually at a wide variety of inservice programs throughout the state. Local coordinators have the responsibility for developing a training plan for each year and for determining what types of support they will need to implement their plan.

Training frequency. Academic courses are conducted throughout the year with offerings scheduled for different parts of the state in order to reach people close to their homes. State-sponsored activities are held two or three times a year, with one annual meeting for coordinators at the end of the fiscal year to make evaluation and planning for the next year a joint effort. Inservice programs are held in series in different locations throughout the state twice each year.

Evaluation. The State Department of Education conducts evaluation of all inservice training activities. One member of the staff, assigned that responsibility, works with the coordinators and cooperating educational personnel. The advisory committee also evaluates the progress of professional staff development plans.

Tennessee

The state director uses four field supervisors who have responsibility for different areas of the state to identify staff training needs and to relay them to the Department of Education. In the process of developing a response to this information, the director uses a statewide planning group to assist in determining kinds of programs and to get the basic information on training needs. Through this organization it is possible to conduct a variety of pre- and inservice programs during the year as need dictates.

Staff development assignments. In addition to the overall coordination responsibilities, state staff work with regional and ad hoc committees who assist in planning staff development and training programs. Local personnel are increasingly involved in identifying needs, selecting personnel to receive varied forms of training, and conducting specialized local programs. Three higher educational institutions conduct courses, assist in planning, and participate in varied staff development programs, in both support and presentation functions.

Training frequency. In addition to regular course offerings, there are numerous inservice activities conducted throughout the state each year. A number of these are sponsored by the state department and include such things as two-week summer institutes, special meetings for coordinators, and specialized seminars. There is also an increasing number of local inservice meetings which use state department and higher education personnel as support, with much of the work being done by experienced teachers and coordinators. These are held at the three participating universities and eight additional higher education institutions. Also, once each year a statewide conference is held for local supervisors.

Evaluation. Evaluation of activities is usually done through questionnaires filled out by the participants at the conclusion of a program. The state department, higher education, and local personnel who did the planning examine these questionnaires and their own reactions to the session. Periodically, the various advisory committees also examine overall program direction and discuss changes which should be made.

SUMMARY OF EVALUATION REPORT

At the end of the Southern Regional Education Board's adult basic education staff development project in Region IV a panel was chosen to evaluate the three-year project as a whole. Evaluations had also been made at the end of each previous year, and some of the findings here were based on these reports. The chairman of the panel prepared an evaluation report (Southern Regional Education Board, 1972); the following is a brief summary of it.

Evaluation Procedures

The five major resource groups concerned with ABE staff development within each state were involved in evaluation of the project. These were state departments of education personnel, faculty of institutions of higher education, graduate students, local ABE directors, and teachers of ABE.

The following steps were taken in gathering and compiling information from these groups.

1. Questionnaires and evaluation instruments were developed by members of the evaluation panel and the SREB staff. The panel is satisfied that the data reported and the judgments made about the project are valid and defensible.

2. Information and tabular data presented in each of the five resource group evaluations were supplemented through personal contact by the evaluators with ABE personnel in each of the eight participating states as well as through examination of files at SREB.

3. Each of three panel members was assigned to evaluate one of the components to be studied. Each evaluator submitted to the chairman of the panel a report based on findings drawn from questionnaire responses and personal observation.

4. The evaluation panel chairman compiled the final report. In addition, individual state reports were prepared and sent to the respective states only. To verify further the data derived from questionnaires over a three-year evaluation period, visits were made to ABE program sites. Observations by members of the evaluation team verified the progress reported in the separate activity reports.

Staff members of the National Association of Public Continuing Adult Educators wrote a critique on all reports except those for the individual states. This review was used in preparing the evaluation report.

Project Results

When the project began in 1969, only two of the original six states (two more states were added in 1970) had formal written state plans for training ABE personnel. In 1972, at the end of the project, all eight states had formal staff development plans.

Each state included certain basic elements in its plan. Of greatest significance were statements dealing with continued and uninterrupted planning sessions to be held jointly with state department, local program, and ABE staff in institutions of higher education for the sequential development of ABE training experiences and curriculum. Higher education courses would lead to more degree-holding ABE teachers in each of the states. Another major consideration in the state plans was arrangements whereby local ABE programs would receive continuous and programmed dollar support for their teaching efforts.

In developing programs for teacher education while augmenting the university's role in staff development, the project gave both direct and indirect financial support toward establishing more adult education and ABE courses and graduate programs in institutions of higher education. At the beginning, only eight institutions in the region offered degree programs in ABE, and the instructors were drawn largely from other disciplines. Of the 23 participating institutions 18 offered degree programs by the end of 1972. The number of professionally trained teachers in institutions of higher education had tripled, and the number of graduate students at all levels who will receive degrees had doubled. ABE/AE programs have been institutionalized in the major universities and colleges of the region.

The number of trained ABE teachers and administrators in the Southeast also increased through state and regional conferences. During the three years of the project, the number of professional ABE personnel attending credit courses, seminars, and other in-service sessions increased threefold.

Three years ago regional bonds and widespread cooperation were almost nonexistent, each state preferring to maintain a considerable degree of "insulation." Suspicion and fear of encroachment by other institutions of higher education on the part of predominantly black colleges had to be overcome. Another problem was the lack of trust between state departments of education personnel and adult education faculty. There is now evidence of a feeling of "regional awareness," especially of the problem of providing high-level, continuing training programs. Considerable interstate cooperation has devel-

oped, and the aura of distrust of the political and educational systems in the region and in each state has diminished, especially in cooperating black institutions.

These achievements were the result of intensive planning by SREB's project staff. Each phase of the planning was carefully documented. Contacts were established with key personnel throughout each state and in the region. Conferences were held with the groups whose task it was to implement the plans.

The success of the project may be attributed in large part to the care with which the project staff approached the planning of long- and short-range goals. They scheduled and held planning meetings with each state staff component of the project. Particular attention was paid to examining each state's individual needs and planning to meet those needs. During the first year, these meetings were mainly organizational in nature. Second and third year meetings involved long- and short-range planning with individual staff components as well as in combinations of project components. The results of these meetings were state department and local plans for staff development.

Resource Groups and Their Accomplishments

This section reviews the characteristics and accomplishments of the five resource groups involved in the project. Information presented here is derived mostly from questionnaires distributed at the end of the third year to selected representatives of each of the five component groups. These data are often related, however, to evaluations of the previous two years.

State Department of Education Personnel

State departments of education ABE directors and their staffs developed a regional philosophy of ABE training. Before the project began they had been primarily concerned with their own state's work in ABE. At that time there were no shared programs among the states, and knowledge of resources available outside each state was meager. There was no feeling of "belonging" to a greater effort, and most local coordinators were unaware of the state's plans for training. In general, institutions of higher education within each state did not communicate nor discuss with each other problems common to both. Nor did they relate to any extent to their own state department or directors of local programs.

State directors and their staffs see their major accomplishment during the past year as being in state and local staff development, and the major accomplishment during the past three years as improved teacher training. Of note are the impact of project funds on state programs and the encouraging evidence of better relationships between the state department and (a) universities and colleges, and (b) local teachers and coordinators. Through more cooperative planning, state departments and institutions of higher education effectively institutionalized ABE/AE programs for training adult educators. Also, there were more state department/local program training contacts during the third year than during either of the two previous years. The SREB project contributed to the increased visibility of ABE in participating states.

In summary, state departments of education have indicated that the most significant achievements of the project were improvements in teacher training, expansion in number of workshops, establishment of new university departments of adult education, and state director's effort to initiate state-sponsored aspects of the project and support obtained from his efforts.

The project made this possible by bringing together members of each component resource group during the first year of the project and assisting them in identifying goals of their respective states. Also, a series of regional meetings showed representatives of the several states the advantages in acting and planning as a consortium.

Faculty and Graduate Students

The faculty of colleges and universities achieved two major objectives: to establish and implement a service system for staff development and training needs as desired by the state department, and to build on- and off-campus academic programs for adult educators.

At the end of the third year, the number of participating institutions had grown from 15 to 23. Seventy-five graduate and undergraduate courses were added to the curricula, with at least 22 more planned. There are now 18 degree, certificate, or "minor" programs of study. At the beginning there were less than seven.

Degree programs with sound content are now being carried on throughout the region where few existed before. Probably as important, the faculty of these programs are now viewed by their colleagues as "professionals" rather than as having the somewhat negative image of "part-time instructors" common some years ago. During the time of the project, program offering and staff doubled. This was

largely due to the constant contact project staff had with university administrators and to the large graduate student enrollment which the new programs attracted. An awareness of the importance of the adult education program was created in their minds, and they now see it as an academic discipline worthy of support.

About 61% of faculty time was spent during the third year in nontraditional faculty activities—working with local ABE programs and conducting off-campus courses. Before the project both of these activities were carried on at a minimal level; now, however, faculty anticipate even more contact in the future with local programs and off-campus students.

Traditionally black institutions in the region now play a large part in the training of ABE personnel. Formerly their role was almost nonexistent. This may well be the most significant achievement of the project for the future, since well over 60% of the region's functionally illiterate are black.

The graduate student in all institutions offering an adult education degree is engaged in actual field work. This work takes the form of teaching off-campus courses in ABE, advising local coordinators, and working in local workshops. Of 15 graduate students participating in the ABE project, 12 were working toward a master's degree, and 3 were working for a doctorate. More than half were majoring in adult education. The demand for these trained graduates is great. This, together with peer acceptance, has also helped to institutionalize adult education in the participating universities and colleges.

Local ABE Directors

The local director sees his major task as the training of local teachers of ABE. Historically, he has performed the planning function and done much of the instruction himself. With the advent of the SREB staff development project there was a significant increase in state department/local director contacts. The number of professionally trained directors increased as money became available. In 1968, approximately 50% of ABE professionals trained in the region left within two years after completing their degrees. Success in recruiting professionals outside the region was minimal. At present, only 15% of those receiving degrees in the region accept positions outside of it. This trend shows a great improvement in holding power but still leaves much to be desired.

Of note is the observation made in the second-year evaluation report that many local directors spent a disproportionate amount of

time on administrative detail. At present more time is spent on planning and on-site supervision. Another trend appearing during the past two years was the employment of full-time local directors who do not share their time with another social educational agency. Finally, there appeared to be more acceptance by local directors of professionals from colleges and universities to assist in planning and training activities.

Four local staff development patterns emerged during the project:

1. Inservice work offered by a college or university for course credit.
2. Summer institutes offered by colleges and universities.
3. Large-group inservice programs, usually geographically distributed.
4. Single, local district programs.

There was a definite trend toward inservice credit instruction. This was in keeping with the wish of the majority of participants to upgrade their own professional competencies.

Questionnaire responses of local directors indicated that:

1. programs were well planned and conducted,
2. instructors and consultants were well prepared,
3. course content was highly relevant,
4. teachers expressed a strong desire to participate in future programs.

Local Teachers

The basic objective of each of the eight states was to provide maximum development of effective ABE teachers through systematic, sequential, inservice training. Methods used to accomplish this varied from state to state, ranging from one teacher teaching all courses to highly specialized, almost individual instruction.

One item of significance was the increased willingness of the local teacher to improve himself through inservice experiences, even though he might not receive any additional pay for attending seminars or workshops. There was more involvement of the teacher in planning local inservice programs than formerly, but the level of participation can still be improved.

At the end of the first year of the project 90% of the ABE teachers in the region had received some type of training. Since the number of

training workshops and other presentations steadily increased, the number of teachers attending more than one training session also increased. By the end of the third year 2½ times as many people had had training experience of one kind or another, an increase from over 8,000 to over 19,000 contacts with training experiences.

Four years ago most local school districts did not have the expertise or personnel to plan and conduct inservice programs. Since that time the Regional Staff Development Project has made a significant contribution toward developing state and local training capabilities throughout the region.

The major goals of this facet of the project as reported by teachers have been reached:

1. To provide more inservice experiences at the local level.
2. To provide teachers with new ideas and information.
3. To give teachers the opportunity to put these techniques and information to use in real situations.

Summary and Recommendations

The major goals of the project have been met and even exceeded.

1. State plans for training are now available in each state of the region.
2. There is a feeling of regional unity among ABE personnel.
3. The number of ABE faculty at institutions of higher education has increased significantly, as have the number of adult education courses offered and degree programs in evidence.
4. At least three times as many inservice courses are now being taught than before the project began.
5. There are at least twice as many full-time coordinators than there were in 1969.
6. Black institutions of higher education have assumed a prominent position in training ABE teachers.
7. The project has provided a focal point for unity in solving problems of training ABE staff at all levels in the Southeastern region.

After reviewing the data and results of the project in relation to the

needs of the region, the evaluation panel made the following recommendations:

1. Federal funding should be sought by the eight states in Region IV as a consortium to continue the regional effort. Much has evolved to the advantage of the eight participating states. It is the belief of the evaluators that, with the withdrawal of SREB, some loss of continuity of effort could result unless a formally constituted planning body is evolved by the states themselves.
2. Each state should work to get formal plans for training in each district or area of the state. Much progress has been made in producing such plans at the local level. However, the job is only about one-half completed.
3. Local teachers should be more involved in planning local in-service experiences.

In summary, the evaluation panel believes that money received from federal and state sources for ABE purposes has been well managed and the money spent has produced significant and lasting benefits in the Southeastern region.

THE FUTURE

The potential for continued cooperation among state groups is high for four reasons. Three of these are based on what has happened over the last three years and on what mechanisms for cooperative action have been institutionalized, either formally or through consent of participants. The fourth reason is a combined financial and ego-stimulating one. The next three years will determine to what extent the first three or the last one has the greatest leverage.

The historical reasons are (1) reliance developed through a minimum of three years (and possibly as many as seven) of working together, (2) the existence of systems for providing training within each state (described in the preceding chapter) which are known to be useful, and (3) an increasingly recognized importance of staff development activities by all those participating and their firm belief that without training, ABE will either remain static or become less effective. There is concrete evidence of support for continuation of ABE staff development through the amounts of money that state departments, higher educational institutions, and local programs have contributed for this purpose. This contribution has been either in funds or in in-kind contributions of staff time, materials, and/or facilities.

The fourth reason for high expectations for the future requires additional explanation because over the next three years the systems for staff development may well be strengthened and expanded in new directions. Money and ego play a very significant role. The money will come through the Southeast's share of a national allocation under Section 309 (c) of the Adult Education Act of 1966. This money has been targeted for regional staff training programs which could be similar to the ones developed in the Southeast. The Office of Education felt that enough progress had been achieved in this region for the process for cooperative growth and perhaps some of the systems to be replicated in other parts of the country. The nine other federal regions will have a similar three-year period to do this work and will be granted money on a formula basis.

Because states in the Southeast already have functioning staff development systems, they were assigned the responsibility of using them to disseminate information on useful classroom and training practices. A selection and distribution system will be implemented in each state and regionally. The discussion-centered activities, such as the state planning groups and the regional seminars, will exist in some form to help carry out these tasks.

This is the combination of money and ego. The money will enable the individuals to come together for these new activities. Ego will be served by the compliment paid to the Southeast in the use of its accomplishments as a basis for work in other regions, as well as by the challenge to do something new. In the past, there has been limited success in disseminating research findings and new educational products and encouraging their application on the operational level. The Southeastern region has been asked to implement for dissemination purposes a staff development system, which has already been developed and accepted locally.

A number of tasks emerging during the first three years of the ABE staff development project remain unfinished. If completed, they would lend a great deal of strength to the already existing systems and build toward the next disseminating assignment. Partial undertaking of some of these tasks has already begun, but continued effort is necessary. Concentration on them will insure continued growth and training excellence in these eight SREB states.

1. There have been random efforts by state departments of education to have in-house seminars dealing with their particular problems and aiding their professional growth. Some of these have been conducted by university personnel and others by members of the state department staff. There remains, however, too much irregularity in this area, and these programs for state department staff should be institutionalized. Perhaps it would be more feasible for staff to be brought together periodically for multistate or regional training sessions. These meetings could concentrate on specific areas, such as selecting and orienting local coordinators, operating inservice programs, supervising teachers of adults, and developing skills to consult and communicate better with local program staff members. Most state department staff have demonstrated an interest in this area—many by taking graduate courses or completing advanced degrees—and should have an opportunity to further their professional education.

2. An increasing number of experienced ABE teachers and coordinators have been involved in planning, presenting and evaluating inservice programs. Many of these have been working with ABE students for six or seven years. Most have received training at state, regional, and national meetings and have had a variety of other experiences. They have the knowledge and commitment to the program to do the necessary job. However, their talents have not been used to very great advantage. Since more knowledge is needed in such areas as reading, arithmetic, social living skills, and individ-

ualized instruction, these people rather than faculty from colleges and universities may prove to be more effective trainers. But they themselves need training in how to present new information and should have release time to prepare for seminars and workshops. Thought should be given to identifying greater numbers of the qualified, the ways in which they can be prepared to do the job, and how it would be possible to release them to train others. Until this is done, there will be a reliance on too few people although more resources are available.

3. The effectiveness of the short seminar and workshop programs has increased. In two- to four-hour sessions many topics have been presented. The most important function of these sessions has been to keep people up-to-date on current knowledge and techniques. These short sessions have been weakened, however, by the presentation of too much information and the lack of sequence or follow-up. With greater acceptance of the feasibility of many short meetings each year, coordinators should now carefully consider the quantity of information presented at any one session and the sequence of topics to be discussed. For example, what should new and beginning teachers be exposed to at one time and what information should be presented first, second, and third in any one year.

4. It is a point of pride that so many institutions involved for the first time in adult education have accepted this new responsibility and have provided necessary programs on- and off-campus. The number of courses and degree programs attest to their commitment. The faculty are becoming increasingly aware of the distinct needs of teachers in ABE courses and of what will encourage them to enroll regularly. This commendable progress must be followed by a continuing examination of different ways to provide professional growth through college and university programs. The traditional three-credit hour or five-credit hour course may not be the most relevant method now, just as holding one or two meetings per week is not the most effective way to recruit part-time personnel. Varied formats for providing educational opportunities, from a one-credit, one-day session to reading-centered courses and supervised practicums must be examined in what should become a continuing search.

5. The strongest systems of providing training are within the states. While there have been regional meetings, seminars, and technical training sessions, no firm process has evolved for determining how and when these meetings should be held. When the need for specialized sessions has arisen, ABE staff members of the region planned and held such meetings. But multistate and then regional

deliberations which could lead to more regular gatherings should be examined. One should remember that something may be done best by eight states collectively instead of four individually. That form of cooperation has not fully developed.

6. During the first three years of the project, evaluation relied increasingly on participants' reactions and subjective judgments of what progress took place. It is impossible for one to evaluate one's self objectively. But as participants have grown more sophisticated and more able to take constructive criticism, so have their abilities developed to frame the kinds of questions that evaluation should answer. An independent evaluation panel must be used, but it could rely on participant suggestions and reactions in helping develop instruments which would thoroughly and completely assess progress.

If the past three years are any indication of determination, it is quite likely that these six tasks could be easily completed by the Southeast. In doing so, it would offer another example to other regions embarking on cooperative staff development for the first time.

APPENDIX

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